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ABSTRACT

This document contains 22 brief summaries of the progress made by Pennsylvania Adult Education Section 353 Special Demonstration projects in meeting their goals and objectives. For each project, the following information is included: project director and number; purpose; impact; outcomes; conclusions and recommendations; project continuation and future implications; product; and descriptors. The projects are indexed by the following topics: action research, community planning, competency-based education, correctional education, curriculum, employment potential, English as a Second Language, evaluation, high school equivalency programs, information dissemination, leadership, learning disabilities, learning motivation, public relations, research, special needs students, staff development, standards, student educational objectives, teacher competencies, teacher effectiveness, tutoring, and work force development. (KC)

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ED 438 409

Commonwealth of Pennsylvania

Adult Education
Section 353 Special Demonstration Projects

Project Abstracts for the

Fiscal Year 1998-1999

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January 2000

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FORWARD

The Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education annually awards grants to state education agencies, public and private educational agencies, institutions, and organizations. The grants are funded through Section 353 of the Federal Adult Education Act (P.L. 91-230), as amended by the National Literacy Act of 1991. This section requires that the Department of Education use not less than 15 percent of its annual federal allotment under the Act for special experimental demonstration, staff development, and small grant projects. Over 3 million dollars was allocated through Section 353 to 42 grantees for fiscal year 1998-99.

The grants, used to help strengthen Pennsylvania's Adult Basic and Literacy Education programs through experimentation with new methods, programs, and techniques, or with operational or administrative systems, can effectively raise adult basic and literacy education skills once properly implemented. In addition, funds provide staff development for personnel working in adult basic and literacy education programs.

This book, compiled by the AdvancE State Literacy Resource Center, describes in detail the progress made by each project in meeting its goals and objectives. Please study the abstracts to identify projects, which may be appropriate for adaptation or adoption and which could be implemented in your local adult education program.

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ABLE Assessment Practices

Project Director: Carol Shefrin, TIU Adult Education and Job Training Center, MCIDC Plaza, Building 58, 6395 SR103 North, Lewistown, PA 17044; (717) 248-4942

PA 98-99-9012 AE 3025-1269

Purpose: This project provided data to the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, as it revised its list of assessment instruments allowable for use by ABLE-funded agencies in reporting learner gains to the Bureau. The project researched the standardized instruments used by agencies for reporting learner gains and identified areas where appropriate instruments were needed. Instruments that were in use and others that were identified as good candidates for use by agencies for the purpose of reporting learner gains were examined to determine whether they met requirements for being acceptable reporting instruments. Recommendations for revising the list of acceptable instruments for reporting were submitted to the Bureau.

Impact: The project reviewed 19 assessment instruments to determine whether they met requirements for being acceptable reporting instruments. Special attention was given to locating instruments to meet the needs of the three learner groups identified in the Outcomes section. Recommendations for revising the lists of acceptable instruments based on the research and instrument reviews were submitted to the Bureau for review and consideration.

Outcomes: A mail survey of ABLE-funded agencies found that five standardized instruments – The TABE Survey Edition, the TABE Complete Battery Edition, the Official GED Practice Tests, the GED Tests, and the BEST – are the most popular instruments among responding agencies for reporting learner gains. Respondents are generally satisfied with the instruments they are using for reporting learner gain, especially when they are supplemented with other standardized or informal instruments. A need was identified for standardized instruments that would supply better information on beginning-level readers, career-specific learners, and upper level ESL learners.

Conclusions/Recommendations: At this point in time, the list of instruments appropriate for reporting learner gains is short. In the future, other possibilities in new or revised instruments should continue to be explored.

Project Continuation and/or Future Implications: The project provides standards for review of instruments that may be useful in the future as instruments are revised or new ones become available.

Product: A final report summarizes project activities, research findings, and recommendations.

Descriptors: Evaluation

The Administrative Leadership Institute

Project Director: Rose M. Brandt, The Mayor's Commission on Literacy, 1401 John F. Kennedy Blvd., Suite 1040, Philadelphia, PA 19102; (215) 686-4400; FAX: (215) 686-4417

PA 99-99-9020 AE 3025-1290

Purpose: The Administrative Leadership Institute project provided professional development to administrators of adult basic and literacy education programs from across Pennsylvania. The project offered a Leadership Institute, Regional Group Meetings, and on-line support throughout the project. A Needs Assessment was conducted to collect information on subjects the administrators wanted to focus on in the Institute. The Leadership Institute, held in Philadelphia, provided workshops on six topics to inform participants' practice through *situational learning activities* (workshop exercises that encourage participants to reflect on their administrative practice through analyzing real workplace experiences). Regional Groups built on the work begun in the Institute and were facilitated by one of the administrators from the region who attended the Institute. Topics for Regional Groups were selected by the participants and support was provided by the regional Professional Development Centers (PDC's) or by the MCOL. On-line support was provided through a project listserv which encouraged administrators to engage in electronic discussions of subjects such as diversity and administrative policy.

Impact: One of the primary mechanisms employed by the project planners to gauge the overall impact of the project was a Practices and Beliefs Survey that was administered at the beginning and end of the project. Analysis of the responses to this services indicated that administrators had shown a change in their beliefs. The Practices and Beliefs Survey, Institute session evaluations, and the final Institute project evaluation also indicated that administrators felt engaged in the Institute's use of *situational learning activities* which encouraged participants to examine topics through the lens of their own practice. A large number of administrators who participated in the Institute expressed a willingness to take part in future activities which would make use of the same kind of model of professional development. Finally, administrators who had traditionally been faced with the challenge of working in geographical isolation were, for the first time, able to network, form connections, and share ideas.

Outcomes: The Administrative Leadership Institute project served 49 administrators from 37 agencies across the state with an intensive 3-day professional development institute as well as follow-up regional group meetings and on-line support. The participants completed two self-evaluation surveys (Practices and Beliefs Survey). Results from these two surveys indicated that there was a change in responses observed from the first and second survey. Participants indicated significantly greater change in areas addressed through the project than those not addressed.

Conclusions/Recommendations: Through the Administrative Leadership Institute project, the MCOL faced the challenge of meeting the professional development needs of a previously under-served group, administrators in adult literacy agencies. One of the key strengths of the Administrative Leadership Institute project was its emphasis on critical reflection as a vehicle for personal and professional growth. Administrators commented on the appropriateness of this technique and stated that, methodologically, reflection on practice supports existing state-sponsored initiatives for program improvement. Using a Needs Assessment allowed for topics to emerge from the group thus allowing the participants' needs and voices to become the focal point in designing and planning this project's activities. The project offered a highly customized professional development opportunity. The MCOL offers the following conclusions and recommendations:

- Professional development is most effective when it happens over time.
- Professional development should encourage reflection.
- Professional development works best when it recognizes different learning styles.
- Professional development that fosters community is important, especially when individuals work in relative isolation.
- Professional development that includes self-assessment helps individuals to chart change over time.
- Professional development that creates an environment that validates participants as professionals is essential.

Project Continuation and/or Future Implications: The project was a one year project. It becomes important that there are regular opportunities for professional development for administrators that happen on a state-wide basis.

Product: The MCOL developed a total of six (6) workshops including: Managing Change, Creating a Professional Development Plan, Task/Process Balance, Planning for Technology, Team Building, and Conflict/Feedback Skills. The Institute project also included Regional Group activities which were conducted during the institute and within each of the state's six professional development regions. When groups met regionally, some of the topics they explored were Effective Communication in the Workplace, Managing Change, Communication Training, Team Building, and Diversity. On-line activities included an agency website which provided participants with general information about the Institute and a listserv which was designed to foster conversations about issues important to administrators. An Administrative Leadership Institute Binder and Final Report were published.

Descriptors: Staff Development, Leadership

The Adult Teacher Competencies Study

Project Director: Dr. Sherry Royce, Royce & Royce, Inc., 1938 Crooked Oak Drive, Lancaster, PA 17601; (717) 569-1663

PA 98-99-9003 AE 3025-1260

Purpose: The ATCS study proposed to develop a set of instructor standards that described high quality teaching behavior. Each standard incorporated performance indicators, and a three-tier checklist of instructor competencies.

Impact: The impact of the ATCS project in its current year was to alert practitioners and programs throughout Pennsylvania of the competencies that make up high quality adult teacher practice.

Outcomes: The ATCS study developed a set of five standards that described high quality adult teacher behavior, namely: Adult Theory in Practice, Instructional Expertise, Community Interaction, Professional Development, and Program Operations. These five standards incorporated 13 units, 29 performance indicators, and a three-tier checklist of 139 instructor competencies. The performance indicators and competencies proposed by a task force of 15 experienced ABLE practitioners were reviewed and revised by Focus Groups of 59 practitioners at seven sites throughout the Commonwealth and at the 1999 PAACE Midwinter Conference. After a final review by the ATCS task force for standard usage and simplicity of concept and language, the ATC Standards were entered into a FileMaker database, intended for use as a Professional Development Center instrument.

Conclusions/Recommendations: This project successfully completed its major task of establishing adult teacher standards, delineating a continuum of adult teacher competencies and establishing measurable levels to identify entrance, experienced, and expert adult practitioners. With the implementation of the ATCS project proposed for FY 1999-2000, we will test the feasibility of coupling ATC standards to a flexible system of self-directed staff development within local programs and a portfolio-generated, database reporting system that provides measurable information on practitioner proficiencies.

Project Continuation and/or Future Implications: In FY 1999-2000, adult teacher competency standards will be field tested with practitioners in programs throughout Pennsylvania. As refined by the field testing and implemented throughout Pennsylvania, it will provide the groundwork for a statewide system of self-directed staff development, utilizing PDC resources and teacher training modules, embodying peer mentoring and review, and included in local programs as part of their program improvement plan.

Additional Comments: The Adult Teacher Competency Study is founded on the assumption that informed teaching drives practice and that quality programs are dependent upon quality teaching. We made every effort to apply the principles of adult education we use with adult learner to adult teachers, thus establishing baseline standards

of practitioner performance; applying cooperative planning in staff development, and anticipating changes in behavior and practice in the classroom and in the program as a result of professional development. By engaging practitioners in the formulation of rating of the competencies, we hoped to provide the ownership that is engendered when a project is developed from the "ground up" rather than imposed from the "top down."

Product: The project developed a set of adult teacher competency standards, a database into which the standards were entered and an analysis of the sample population for the study.

Descriptors: Teacher Competencies, Standards

AXIS: Adult Education eXpress Intercommunication Support

Project Director: Tana Reiff, Lancaster-Lebanon Intermediate Unit 13, 1110 Enterprise Rd., East Petersburg, PA 17520; (717) 299-8912

PA 99-99-9015 AE 3025-1286

Purpose: The primary objective of AXIS was to facilitate communication related to professional development services administered by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, and to the Bureau itself, through development and coordination of print materials, the official Web site of the Bureau, and general communications.

Impact: The project: 1) enhanced communication among professional development providers; 2) produced professional development materials in a variety of print and online media; 3) increased visibility of adult basic and literacy education in the Commonwealth through *The Provider Directory* and the Bureau of ABLE's *Annual Report*, which was distributed to state and federal officials; 4) provided a variety of forms of communication support related to professional development services administered by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, and to the Bureau itself.

Outcomes: Maintained and expanded "ABLEsite" – the Bureau of Adult Basic and Literacy Education's World Wide Web site. Centrally produced statewide publications funded by the Bureau of ABLE, in particular *What's the Buzz?*, *Focus Bulletin*, and *EQUAL Update*. Published a new edition of *The Provider Directory*, a descriptive listing of adult basic and literacy education providers in Pennsylvania. Compiled monthly schedules of professional development events. Produced several other publications and subprojects as detailed in this report.

Conclusions/Recommendations: AXIS succeeded in providing a variety of forms of communication support related to professional development services administered by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, and to the Bureau itself. Activities included development and coordination of print materials, maintenance and expansion of the Bureau's Web site, and design and production of corollary publications for other projects. Because the value of coordinated communications has been demonstrated, it is recommended that this project continue, specifically to continually improve ABLEsite, produce an annual provider directory, and provide services to other ABLE-funded projects.

Project Continuation and/or Future Implications: Project should be continued, as it has established an integral role for itself as a provider of communication support and a publishing arm of adult basic and literacy education in Pennsylvania.

Product: ABLEsite maintenance and expansion, *The Provider Directory (1998-99 Edition)*, *What's the Buzz?* (six issues), *Focus Bulletin* (five issues), *Equal Update* (two issues), training modules production, etc.; samples attached to primary copy of this report where possible.

Descriptors: Public Relations, Information Dissemination

Building Communities for Learning

Project Director: Sheila M. Sherow, Center for Literacy, Inc., 636 S. 48th St., Philadelphia, PA 19143; (215) 474-1235

PA 98-99-9005 AE 3025-1262

Purpose: The Pennsylvania State Coalition for Adult Literacy's Building Communities for Learning (BCL) Project proposed to improve the delivery of adult basic and literacy education services through interagency collaboration and community-based planning at the local level. The primary purpose of the project was to award community-based planning grants to locales through a competitive Request for Proposal process and to guide grantees in the establishment of community-based planning groups and the development of interagency collaboration with training and ongoing technical assistance.

Impact: BCL sites reported that their interagency collaboration and planning efforts improved the delivery of services; clients were entering programs quickly, could navigate among services easily, and were having their many needs met through a range of coordinated services. BCL sites have also reported that adult learners were less frustrated and, as a result, client participation and retention in programs were increasing.

Outcomes: Three additional sites were awarded BCL grants, received training and technical assistance, established community-based planning groups, and were in the process of developing interagency collaboration. These 13 active BCL sites began to see positive outcomes resulting from interagency collaboration and community-based planning efforts. Clients were being served more effectively and efficiently in local systems of services that are capable of meeting the multiple needs of adult learners. All sites were working in collaboration with Team PA *CareerLink* efforts.

Conclusions/Recommendations: Interagency collaboration and community-based planning are essential to the development of coordinated and comprehensive delivery systems of services. Communities must be guided and supported in the establishment of community-based planning groups, the development of interagency collaboration, and the implementation of strategic plans for the improvement of adult basic and literacy education services.

Project Continuation and/or Future Implications: The BCL Project will continue to assist communities in establishing interagency collaboration for the purpose of improving the delivery of adult basic and literacy education services.

Product: BCL 1998-99 Final Report, BCL 1998-99 Program Evaluation Report and BCL case studies.

Descriptors: Community Planning, Public Relations

Correction Educators Conference: Special Populations

Project Director: William D. Mader, Department of Corrections, Bureau of Correction Education, 75 Utley Drive, Suite 103, Camp Hill, PA 17011; (717) 731-7823

PA 99-99-9014 AE 3025-1285

Purpose: The Correction Educators Conference: Special Populations was held at Millersville University in August, 1998. 150 educators from federal, state and county prisons attended the meeting. The training in multi-level ESL strategies was delivered by adult education practitioners.

Impact: The conference and follow up workshop enabled the Bureau of Correction Education to update and review relevant educational topics with correctional educators across the state.

Outcomes: A forum was provided for correctional educators from county prisons to be aware of their responsibilities for providing educational services to special education, school-age students housed in county jails and lock-ups. A regional workshop was also provided by Dr. Richard Cooper from the Center for Alternative Learning. The sessions provided training opportunities for approximately 153 educators on the topic of special needs students.

Project Continuation and/or Future Implications: The Bureaus of Correction Education and Adult Basic and Literacy Education are the two primary sources of programs and funds that provide educational services to the populations housed in our state and local institutions. Cooperative efforts in providing statewide training for this population should continue.

Product: Final Report

Descriptors: Correctional Education, Special Needs Students

FOCUS: Sharing Successful Projects

Project Director: Dr. Sherry Royce, Royce & Royce, Inc., 1938 Crooked Oak Drive, Lancaster, PA 17601; (717) 569-1663

PA 99-99-9009 AE 3025-1280

Purpose: *FOCUS: Sharing Successful Projects* published five bulletins featuring reviews of exemplary special projects and products produced by Adult Basic and Literacy Education (ABLE) practitioners in Pennsylvania and other states. Topic areas were Program Improvement, Workplace Literacy, Special Populations, Professional Development, and Learner Resources. A Feasibility Study were undertaken to determine which validated special projects/products should be considered for revision.

Impact: Response to *Focus Bulletins* in Pennsylvania and throughout the nation has remained constant and an approval rating of 2.84 or 14.2 out of a possible 15 points. This is consistent with *Focus*' approval ratings for the past 15 years. Some 314 direct inquiries to local project directors were reported and an additional 25 inquiries to AdvancE. AdvancE logged a circulation of 37 projects featured in *Focus Bulletins* and the Western Pennsylvania Adult Education Clearinghouse reported additional requests.

Outcomes: Twenty-six special projects from Pennsylvania and eight other states were selected as exemplary and featured in five *Focus Bulletins*. Topics covered were Program Improvement, Workplace Literacy, Special Populations, Professional Development, and Learner Resources. The Feasibility Study reviewed 41 exemplary special projects in the areas of assessment, recruitment and retention, ESL curriculum, and learner resources and reported on the feasibility of revising them. It produced a revised recruitment flyer for WIA providers and Family Literacy agencies to compliment the "Literacy and You recruitment video and in-depth suggestions for the revision of the "Understanding our Youngest Students" workshop.

Conclusions/Recommendations: Now in its 15th year as a homebound professional development vehicle for Pennsylvania's teachers, trainers, and administrators, *Focus* has expanded its sphere within the past five years. It now brings the best adult basic and literacy education special projects in the nation to the attention of literacy providers not only in Pennsylvania but in state departments of education, regional and national clearinghouses and universities throughout the nation. Recommendations include dissemination to WIA agencies and provide in-depth information about Pennsylvania's exemplary, ongoing special projects by uploading their stories, resources, and final reports to the Net in the future.

Project Continuation and/or Future Implications: *Focus* 2000 recommends five bulletins featuring reviews of exemplary projects and products produced by Adult Basic and Literacy Education (ABLE) practitioners in Pennsylvania and other states. Topics to be covered include Professional Development, Program Improvement, English as a

Second Language, Family Literacy, and Workplace Preparation. *Focus* will add Workforce Investment Act (WIA) partners to its mailing list and upload summaries of exemplary ongoing Pennsylvania projects to ABLEsite.

Product: A Final Report, 2400 copies of five *Focus Bulletins*, four Feasibility Reports, and two project revisions were produced.

Descriptors: Information Dissemination

From Welfare to Work – Dynamic Lesson Plans for ESL Learners

Project Director: Elaine Green, Center for Literacy, Inc., 636 South 48th Street, Philadelphia, PA 19143; (215) 474-1235

PA 98-99-9014 AE 3025-1271

Purpose: The purpose of this project was to create a guidebook for English as a Second Language instructors to help learners work within the TANF system and acquire effective job readiness strategies.

Impact: The greatest impact that this project will have will be on ESL learners throughout the Commonwealth, once the guidebook is published. The instructors who worked on the project gained a heightened awareness of the issues and problems faced by new immigrants and refugees when they have to deal with issues of TANF and other social services, particularly the time requirements for work and self-sufficiency.

Outcomes: A guidebook for ESL instructors was successfully completed. Using feedback from Center for Literacy learners, the book reflects strategies and methods that will help citizens and refugees to know about TANF and their rights and responsibilities as recipients. The book also provides the learner with practical strategies to choose a career path and pursue employment. Learners who are not seeking TANF benefits will also be able to gain important communication and critical thinking skills from the activities suggested in the guidebook.

Conclusions/Recommendations: By providing dynamic lesson plans for teachers to use with our ESL learners, we can help them negotiate through the world of TANF as well as prepare them for the world of work. The communication skills mastered and the preemployment strategies gained will go a long way in increasing self-confidence and enabling learners to reach their goals.

Project Continuation and/or Future Implications: The Center for Literacy will continue to explore teaching methods and curricula that will help our ESL learners meet their goals; many whose goals are centered around better communication in English, for access to services and systems.

Additional Comments: Although these lesson plans are designed for ESL learners, the techniques and methods can be applied to all adult learners enrolled in basic education programs.

Product: A guidebook of 20 lesson plans for ESL instructors was developed.

Descriptors: Workforce Education, English (Second Language)

How to Develop a High School Diploma Program for Adults Awarding the Same Diploma as Graduating Seniors from Pennsylvania's 501 School Districts

Project Director: Samuel C. Gruber, Cumberland Valley School District, 6746 Carlisle Pike, Mechanicsburg, PA 17055; (717) 766-0217 ext. 507

PA 98-99-9004 AE 3025-1261

Purpose: This project is an extension of a similar Section 353 grant awarded in 1995-96. During that time frame several educational agencies were recruited and agreed to utilize the Cumberland Valley diploma model for future use. In 1996-98 these agencies developed their own high school diploma program for adults. The programs were implemented during the 1997-98 school year. The life skill or learner outcomes of the Cumberland Valley School District's program were updated to reflect changes in the new state regulations as initiated by Pennsylvania Department of Education.

Impact: Several educational agencies successfully developed a high school diploma program for adults and modified the structure to meet local needs. Several other agencies, not involved in the grant program, initiated inquiries concerning the feasibility of initiating a high school diploma program.

Outcomes: Several educational agencies modeled their diploma program after the Cumberland Valley School District program. In each case the diploma program of those agencies was modified to meet local needs.

Conclusions/Recommendations: Several educational providers initiated their programs between 1997-1999 school year. The diploma programs will be modified to meet the educational needs of the individual providers. In all cases the GED programs will remain an integral part of educational programming for the adults where high school diploma programs are being implemented. The life skill facet of the program was updated to meet the final phase of the Strategic Planning process of the Cumberland Valley School District and to reflect changes in the new state regulations as initiated by PDE. This special demonstration project showed how adult graduates warrant the earning of the same diploma as the graduating seniors of the school district. The diploma also allowed the flexibility to meet the goals and objectives of the new state regulations. One of the interesting aspects of the high school diploma program is the correlation between the life skills facet of the program and the concept of "ONE STOP," and the initiation of the Career Development Marketplace. Completion of life skills related directly to the need of employers.

Project Continuation and/or Future Implications: Other educational providers have expressed an interest in initiating a high school diploma program for adults. The Cumberland Valley School District will work with the Professional Development Centers

and individual providers to show how this program can be adapted to meet student and institutional needs.

Product: An information packet was incorporated into this year's product containing the life skills booklet, an open letter to educational agencies from the superintendent of schools, rational for school districts starting a high school diploma program for adults, the school district's rationale for a diploma program, letters from partnerships, financial strategies for supporting a high school diploma program and a AchievE brochure (information about all facets of the diploma program). A power point presentation outlining the high school diploma program on computer disc, was also attached to the 1997-98 packet.

Descriptors: Curriculum, High School Equivalency Programs

Investigation of Deficits in Higher Level Executive Functioning as a Prerequisite for Effective Adult Basic Education Intervention

Project Director: Edward McAtee, Northwest Tri-County Intermediate Unit, 252 Waterford Street, Edinboro, PA 16412; (814) 734-5610 ext. 230

PA 98-99-9017 AE 3025-1274

Purpose: This project proposed to:

1. Review the neuropsychological literature regarding the 'executive function' hypothesis.
2. Choose and purchase instruments designed to assess executive functioning in adults.
3. Evaluate a sample of adult education clients with these instruments.
4. Analyze these instruments and the resulting data in terms of their utility in planning effective interventions/educational programs.
5. Make recommendations regarding the usefulness of the 'executive function hypothesis' in guiding interventions with adult education clients.

Impact: This project was reinforcing to the notion that carefully gathered information about each adult education client is important to planning interventions with them but this assessment process should always treat them as a unique individual deserving of respect.

Outcomes: The project yielded the following outcomes:

1. The executive function hypothesis is an alternative way of viewing the apparent lack of 'intention' or motivation on the part of many adult education students.
2. The assessment instruments currently available in this area are all designed to evaluate neuropsychological patients and are symptom focused and thereby insulting to most adult education clients.
3. A preferred approach for gaining this type of information involves a structured interview format used by adult education staff after some rapport has been obtained.

Conclusions/Recommendations: Executive functioning is a useful concept in understanding the apparent lack of motivation of many adult education students. It is less negative than words like 'unmotivated' or disinterested. The instruments currently available, however, are of little practical use in assessing adult students. In this researcher's view, traditional assessment interviews are more likely to yield this kind of information without being insulting to the clients.

Project Continuation and/or Future Implications: None.

Product: A structured interview format which is designed to assess adult education clients regarding their 'executive functioning' was developed for trial use.

Descriptors: Learning Motivation, Research

Northampton Community College Adult Learner Competency Implementation

Project Director: Dr. Manuel A. Gonzalez, Northampton Community College, Adult Literacy Department, 3835 Green Pond Road, Bethlehem, PA 18020; (610) 861-5427

PA 98-99-9009 AE 3025-1266

Purpose: The purpose of this project was to provide training and guidance to the NCC staff in implementing the "new" Adult Learner Skills Competencies. Training and ongoing assistance and support was necessary in order to change the manner in which many NCC instructors were accustomed to delivering instruction. Portfolio assessment was also included in the training.

Outcomes: A total of 29 NCC Adult Literacy staff members participated in workshops, nine from Monroe County, one from Pike County, one from Wayne County, and 18 from Northampton County. This number represents nearly 200% of the 15 participants targeted in the grant. During the process, trainings were written by the program coordinator, periodically consulting with the director and assistant director. Letters were sent to all NCC Adult Literacy instructors and coordinators, inviting fifteen to be mentors/trainers for the project. Two workshops were held at the Monroe facility to serve staff in Monroe, Wayne, and Pike counties. Two identical workshops and one "makeup" workshop were held at NCC in Northampton County. Among the topics covered in the workshops were: defining portfolio and introducing portfolio to adult learners, individualizing instruction, assessing resources and relating learning to daily living, NIFL's Equipped for the Future and its relation to the PA Adult Learner Skills Competencies, and the competencies and teaching in real-life context. Forms to be used for portfolio documentation were created. A survey was sent to staff between workshops. Support was provided by the program coordinator via e-mail, telephone, NCC Interoffice Mail, U.S. mail, and in person throughout the process.

Conclusions/Recommendations: Although most instructors saw the value in the shift from teacher-centered to learner-centered instruction, a few still had difficulty in "letting go" and were reluctant to abandon "teaching from the book." They felt pressure to show gains on standardized tests, and had difficulty with the concept that the same or better gains could result from teaching within the context of real-life. Data gathered from Project Equal logs, showing gains made in classes that used the competencies and learning in context, and presented to hesitant instructors could help. The lesson plan bank was a good idea. The consensus of instructors attending the first training was that, in the future, an individual or individuals might be in charge of continuing to keep a lesson plan bank, and receive compensation to do so. Talented and willing instructors should remain involved with keeping the mentoring process alive. New staff members are frequently coming on board and need training. Finally, the issue of compensation to instructors for this training and other staff development needs will be addressed. Plans

for 1999-2000 find NCC providing three consecutive half-days of paid staff orientation in the fall. It is a positive step in the right direction.

Project Continuation and/or Future Implications: Using the mentor process and workshops for the adult learner skills competencies is recommended. Awareness of EFF's Equipped for the Future initiative should be raised, preferably in the form of workshops, with ongoing support available. There are now four staff members who have worked with NIFL as development partners, and a need for that information to be shared in more detail also exists. The portfolio and competency process should become an integral part of staff orientation.

Product: Informational training packets were created for those workshops and are included in this report in a separate manual. A lesson plan "mini-bank" of lessons identifying the competencies, was established and is included with the training packets.

Descriptors: Competency Based Education, Staff Development

A Pathway to Continued Success on the Job

Project Director: Dr. Manuel A. Gonzalez, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18020; (610) 861-5427

PA 98-99-9008 AE 3025-1265

Purpose: The purpose of this project was to create a model program that integrated basic skills instruction with the requirements of welfare reform. This model program would create a *post-employment* strategy that enabled the learner to retain or advance in employment.

Impact: The creation of *A Pathway to Continued Success on the Job*.

Outcomes: A manual entitled *A Pathway to Continued Success on the Job* was created to assist adult literacy providers in the Commonwealth of Pennsylvania to integrate basic skills instruction with welfare reform requirements. An additional outcome was a post-employment strategy that enabled learners to retain or advance in employment.

Conclusions/Recommendations: Based on the research and completion of this manual, which included both a description of welfare reform and a Welfare to Work curriculum, it is suggested that all literacy providers (staff as well as administrators) familiarize themselves with current welfare reform and implementation into the curriculum.

Project Continuation and/or Future Implications: The funding for this project expired June 30, 1999. Research findings indicated that adult literacy providers did not have a clear understanding of their role in welfare reform; therefore, they were unclear on how to integrate the world of work and adult literacy for *post employment* welfare clients. This project has developed a curriculum and manual that includes models of program delivery that address this issue. The project developers will present their findings at the PAACE Mid-Winter Conference in February 2000. In addition, any requests for presenting findings at additional professional staff development meetings will be considered.

Product: A manual entitled *A Pathway to Continued Success on the Job*.

Descriptors: Workforce Education

Pennsylvania Action Research Network (PA-ARN) Staff Development Through Five Regional Staff Development Centers

Project Director: Dr. Gary W. Kuhne, Pennsylvania Action Research Network: c/o Penn State-McKeesport, 307 Ostermayer Lab, McKeesport, PA 15132-7698; (412) 675-9473

PA 99-99-9010 AE 3025-1281

Purpose: The project proposed to (a) train & mentor literacy/ABE/GED/ESL practitioners in Pennsylvania in action research, (b) extend the development of the Action Research Network begun in 1995/96 across more of Pennsylvania, and (c) produce and disseminate practitioner-based knowledge for the advancement of the field.

Impact: Impact evaluation was done with both participants from the 1997-98 project year, as well as supervisors of participants. Participant impact interviews were conducted with 15/20 of the 1997-98 action research participants between March-April, 1999 (one year after their involvement with the Network) with the following findings: (a) the majority (93%) of last year's participants as interviewed had improved their problem solving strategies, (b) the majority (93%) now deal with problems more systematically, (c) the majority (60%) had made lasting changes in their classrooms, and (d) the majority (67%) felt action research had made changes in their agencies. Supervisor interviews were conducted with 10/16 of the supervisors of the participants' programs with the following findings: (a) supervisors rated action research highly; and (b) the majority (80%) could point to lasting changes in their institutions and/or programs as a result of action research. Summative evaluation was done with the current year's participants (1998-99) and found that participants were very satisfied with their involvement in 1998-99 projects and had made meaningful changes to their programs as a result of action research.

Outcomes: The project produced the following outcomes: (a) a revision of the monograph guidelines and the Action Research Planner, (b) trained 23 participants over the approximately eight-month research period, (c) continued refinement of the proposal review process to allow expert input to project proposal designs to improve quality control, (d) produced 23 research monographs, (e) conducted an impact study on those who participated in 1997-98 as well as their '97-'98 supervisors, (f) conducted an annual meeting of participants and interested others at the 1998 PAACE conference, (g) conducted a participant follow-up evaluation among the 1998-1999 participants, and (h) planned for moving Action Research training into the PAARN Summer Institute for 1999-2000 project year.

Conclusions/Recommendations: In coordination with the Department of Education, a more comprehensive plan for the dissemination of research findings must be developed. The Action Research Network needs to continue to draw out patterns of findings and

better disseminate these in ways the field can use. In addition, PDE should consider ways to use the Action Research Network to test new policy ideas or program thrusts. Finally, the emergent directions of practitioner interests and research could also be used to inform PDE policy.

Project Continuation and/or Future Implications: The positive picture of project impacts suggests Action Research should continue as an important form of professional staff development within the state.

Product: PAARN produced 23 trained practitioners, 23 monographs of completed projects, contributed to the development of better dissemination of findings through the development of the Learning from Practice Web page, a revised monograph guideline and Action Research Planner, an impact study on the '97-'98 participants and their supervisors, and a follow-up evaluation of this year's participants.

Descriptors: Action Research

Piloting the Oregon AIM Project 2: Measuring Progress for Program Evaluation and Accountability

Project Director: Debbie Thompson, Karen Mundie, and Michelle Joyce, Greater Pittsburgh Literacy Council, 100 Sheridan Sq., 4th Floor, Pittsburgh, PA 15206; (412) 661-7323

PA 98-99-9006 AE 3025-1263

Purpose: The project proposed to pilot the AIM (Assessment, Instruction, Mastery), a performance-based assessment developed in Oregon, in 25 volunteer-based programs (10 new programs and 15 programs from previous year) in Pennsylvania. Recommendations would then be made to the Bureau of ABLE on the usefulness of this system as a means of collecting and aggregating data on student progress for these and similar programs.

Impact: Thirteen out of twenty programs receiving training on use of the AIM responded that the training they received adequately prepared them and their volunteers to use this assessment. They reported that learners were excited about being a part of the process – selecting skills to be learned – and tutors felt better prepared to focus upon the life skills which many of these learners need. Some programs have incorporated AIM into their tutor training and made it a part of the student IEP. Programs were asked to submit a "Test Record Form" (correlating standardized test scores with the assigned level of AIM) and a sample portfolio demonstrating the process in their programs, but results were limited. Many programs were not able to do post-testing and had difficulty documenting mastery of skills on the "Student Progress Summary" page in the portfolio. Volunteers reported that by using the goals setting segment of the AIM and in discussing selection of skills from the checklists with their student(s), a true partnership between tutor and learner emerged.

Outcomes: One hundred ninety tutors and program staff from twenty agencies attended training workshops on the use of the AIM system. Over the program year, thirteen programs receiving training reported that 136 tutors are using the AIM with 141 learners. In an end of year questionnaire, 59% of the tutors reported that they were able to integrate AIM into their lesson plans on a regular basis, and 52% reported learner progress on the AIM. Approximately 10% of the learners using AIM progressed one or more levels over a 4-5 month period.

Conclusions/Recommendations: A third year in Pennsylvania for the AIM is necessary. AIM has been well received by those programs who have committed to piloting it and have assisted in collecting and sharing information relevant to its use in their programs. It is a sound assessment system which connects measurement with instruction, using a competency-based life skills curriculum. However, we are still unable to establish that student progress data can be collected and aggregated in sufficient numbers across programs. Until this can occur, we are unable to recommend that the PDE offer the AIM

as an alternative or auxiliary assessment to Pennsylvania volunteer-based literacy programs.

Project Continuation and/or Future Implications: The project will continue into a third year. Twenty-six programs from years one and two will be offered additional training and five new sites will be added. TLC (Tutors of Literacy in the Commonwealth) will add AIM to its training curriculum.

Additional Comments: The AIM and this final report are intended for use by administrators, program staff, and tutors in volunteer-based literacy programs.

Product: Based upon results and feedback from the previous year, a revised training was developed in the use of the AIM. The training process is currently being adapted to reflect what was learned in the second year of piloting in Pennsylvania.

Descriptors: Evaluation, Tutoring

Project APEX: Promoting Practitioner Excellence

Project Director: Dr. Sherry Royce, Royce & Royce, Inc., 1938 Crooked Oak Drive, Lancaster, PA 17601; (717) 569-1663

PA 98-99-9002 AE 3025-1259

Purpose: This project provided technical support to the APEX nomination and awards activity that recognizes outstanding adult education practitioners. It includes a revision of the nomination form and procedures developed for APEX in 1998 to put them in line with Adult Teacher Competency Standards (ATCS) developed in 1999. A description of these exemplary practitioners and their programs will be disseminated at Midwinter Conference.

Impact: This project contributed to the ATCS study by providing examples of practitioner proficiencies and illustrating what program administrators believed were important competencies. It also provided an arena for recognizing ABLE teacher excellence and establishing role models for the field.

Outcomes: The APEX project assisted PDE's Bureau of ABLE in identifying and honoring three ABLE teachers who were recognized as outstanding adult practitioners at the 1999 Midwinter Conference. The nomination forms were revised in August 1998 and again in April 1999 to keep up with the changing definition of adult teacher competencies identified by the ATCS project. The three APEX recipients were honored at the PAACE luncheon and at an awards session at the 1999 PAACE Midwinter Conference. A small booklet describing the awards winners and their programs was distributed at the PAACE luncheon.

Conclusions/Recommendations: This project successfully completed its major task of honoring Pennsylvania's exemplary adult practitioners. In addition, it provided support to the ATCS project by providing "working" models of practitioner excellence.

Project Continuation and/or Future Implications: One of the recommendations for FY 1999-2000 is to post APEX award recipients stories on ABLESite.

Product: A Final Report and 500 PAACE luncheon brochures describing the awards winners and their programs as well as the August and April revised nomination form for the APEX award sent to all agencies receiving PDE Bureau of ABLE funding.

Descriptors: Public Relations, Teacher Effectiveness

Project Learner Goals

Project Director: Carol Shefrin, TIU Adult Education and Job Training Center, MCIDC Plaza, Building 58, 6395 SR 103 North, Lewistown, PA 17044; (717) 248-4942

PA 98-99-9013 AE 3025-1270

Purpose: The purpose of the project was to assist the PA Bureau of Adult Basic and Literacy Education (ABLE) to define "project learners," to describe the form and content of project learner activities within an ABLE-funded program, and ultimately to make recommendations for standards for programs serving project learners. The target audience for the project included not only the ABLE Bureau but also all agencies serving learners with specific, short term goals.

Impact: The impact of this project will be determined after the IEP and assessment procedures have been pilot tested in 1999-00 at which point recommendations for state standards can be made. Pilot testing did not occur in 1998-99 because the research phase of this project took longer than anticipated. Research became a time-consuming task because there is very little information in the adult basic education literature identified as "project learning."

Outcomes: Project learner programs (those serving short term learner goals) were researched in the state and nationally and a working definition of "project learning" was developed. The project also developed an Individual Education Plan (IEP) format and assessment procedures that will be piloted in three ABLE programs serving project learners within Pennsylvania in 1999-00. Although recommendations for state standards was an anticipated outcome of this project, they will now be completed in 1999-00 following completion of the pilot tests.

Conclusions/Recommendations: The conclusions to be drawn as a result of initial work on this project are: 1) based on research done to date, a standard definition for "project learner" does not exist and would be extremely useful to the field, and 2) based on the survey of program administrators, a) the IEP to be pilot tested will become a valuable tool when working with project learners and b) pilot sites to field test the IEP and assessment procedures will be recruited from Literacy Councils, Community-based Organizations and/or I.U.'s.

Project Continuation and/or Future Implications: This project will be completed during the 1999-00 fiscal year. The rationale for this project continues to be valid – although agencies may serve learners with short term goals well, it is extremely difficult to document their learning gains. Under the new Workforce Investment Act, agencies receiving Title II funding will be required to report learner gains. The National Reporting System now defines a category of adult students as "project learners," so it is necessary to have a system for reporting on assessment of those students.

Product: Products of the project are a Final Report summarizing and presenting 1) the definition of "project learner" supported by research on the form and content of project learner activities and 2) a Guide for Practitioners and an IEP format.

Descriptors: Student Educational Objectives, Standards

Statewide Staff Development Project: Adults with Learning Differences

Project Director: Richard Cooper, Ph.D., Center for Alternative Learning, 6 E. Eagle Rd., Havertown, PA 19083; (610) 446-6126

PA 99-99-9011 AE 3025-1282

Purpose: The project proposed to provide adult educators in Pennsylvania with information about adults with learning differences and techniques for their instruction.

Impact: The project helped to improve adult education services provided throughout the state of Pennsylvania to adults who learn differently.

Outcomes: Adult educators in Pennsylvania who participated in the training activities have a better understanding of adults who learn differently. Participants also learned how to use alternative instructional tools and techniques for teaching.

Conclusions/Recommendations: Program directors of many adult education programs expressed the need to provide new teachers and volunteer tutors with a basic understanding of adults who learn differently. In addition, the directors cited the need to provide advanced training for some staff at the local level so that they can help other adult educators assess and teach adults who learn differently.

Project Continuation and/or Future Implications: The Pennsylvania Statewide Staff Development project will continue to operate during the academic year of 1999/2000.

Product: This final report and Manual for the Cooper Screening of Information Processing

Descriptors: Learning Disabilities, Staff Development

Success Stories: Spreading the Word

Project Director: Dr. Sherry Royce, Royce & Royce, Inc., 1938 Crooked Oak Drive, Lancaster, PA 17601; (717) 569-1663

PA 98-99-9001 AE 3025-1258

Purpose: This project provided technical support to the Success Stories nomination and awards activity, and published and disseminated the Success Stories booklet and flyers for local program recruitment. This year's project also produced a Teacher's Guide to Success Stories so that the stories of successful adult students might be used as an instructional tool as well as a motivational medium for adult learners in Adult Basic and Literacy Education programs.

Impact: Pennsylvania legislators received copies of the Success Stories booklet providing awareness of the role ABLE programs play in assisting Pennsylvania citizens to overcome educational barriers and become role models in their communities. Success Stories' sponsors reported local media coverage, which included a front page spread and photograph in the Pittsburgh Courier, and a cover picture and article in the magazine, *ALMA/TV 411 In Print*. In addition, sponsors reported contacts with employers, community agencies, local government, and state legislators.

Outcomes: The Success Stories project assisted PDE Bureau of ABLE in identifying and honoring 10 ABLE students who were recognized as outstanding adult learners at the 1999 Midwinter Conference. A Success Stories booklet and flyers featuring their stories were produced and disseminated along with a Teacher's Guide to Success Stories.

Conclusions/Recommendations: This project successfully completed its major task of honoring Pennsylvania's exemplary adult learners. In addition, adult education teachers and tutors who use the Teacher's Guide to Success Stories to teach academic and critical thinking skills will enhance adult learners' self-esteem and employability skills and increase their motivation to succeed in the classroom and in their daily lives.

Project Continuation and/or Future Implications: Success Stories 2000 will continue this project's technical support to the Pennsylvania Department of Education (PDE) Bureau of Adult Basic and Literacy Education (ABLE) for the nomination and recognition of 10 exemplary adult learners. In addition, it will undertake a longitudinal study of former Success Stories award recipients and presents impact data about their challenges and achievements since receiving the award. The Success Stories 2000 Booklet will feature both past and present award recipients.

Additional Comments: Now in its 21st year, the Success Stories project has served as one of the Pennsylvania Department of Education's (PDE's) Bureau of ABLE's best awareness vehicles. The stories of the struggles, the persistence, and the achievements, of our exemplary adult learners has provided a qualitative evaluation of program success

that has encouraged stakeholders' to continue their funding support. It has helped ABLE administrators, practitioners, and state staff overlook the everyday problems inherent in the field and smile at the results of their efforts. As a recruiting tool, it has motivated the homeless, the foreigner, the illiterate, and those unhappy with their former schooling to give education a second chance.

Product: A Final Report, 1500 Success Stories booklets, 200 flyers, and 1000 Teacher's Guide to Success Stories were produced.

Descriptors: Public Relations

Training Development and Implementation

Project Director: Carol Shefrin, TIU Adult Education and Job Training Center, MCIDC Plaza, Building 58, 6395 SR 103 North, Lewistown, PA 17044; (717) 248-4942

PA 99-99-9016 AE 3025-1287

Purpose: The purpose of this project was to continue a two-year project that had focused on the development and implementation of training in content areas needed by staff from ABLE-funded agencies. The project coordinated the review and selection of training materials for professional development in specific content areas, training new trainers, and supporting new and experienced trainers in the delivery of new and existing content modules.

Impact: This project built upon two successful years of training development and implementation. Twenty-four trainers were trained to deliver the four new modules as well as three of the original five modules. Seventeen of those trainers (71%) delivered their modules at least once. One thousand sixty-five (1065) participants attended 85 module trainings that were offered throughout the state during the project year; average attendance per session was 12.

Outcomes: Existing modules, pilot tested during the previous project year, were refined based on feedback from trainers. "Bridges to Practice," a research-based guide for literacy practitioners serving adults with learning disabilities, was reviewed by content experts in the state and components of the guide were recommended for addition to the menu of module training offerings. Comprehensive Adult Student Assessment System (CASAS) training was offered under this grant to assist ABLE-funded agencies in making informed choices about assessment instruments. The trainer support component of the module training effort was strengthened through meetings with, and observations of, trainers delivering the module training. Train-the-Trainer content was revised to include the opportunity for each new trainer to practice training skills through delivering a 5-10 minute presentation. Twenty new trainers were trained in two workshops to deliver the new modules: Adults with Learning Differences, Communicative ESL, BEST and ESL assessment.

Conclusions/Recommendations: Continued cooperation among the ABLE Bureau, the PDCs, and project staff is critical in keeping the statewide system for module development, revision, and training implementation functioning effectively. A process should be set up to ensure review of modules, increased support to trainers, and revised Train-the-Trainer content that includes presentation skills.

Project Continuation and/or Future Implications: This project has set up a procedure for revising and adopting standard, high-quality training modules and for selecting, training and supporting module trainers to deliver the training. In future years, project

efforts should focus on institutionalizing these systems while allowing them to evolve to meet the needs of the field.

Product: The products of the project are new and/or revised versions of training modules and a final report that summarizes project activities.

Descriptors: Staff Development

Updating and Expansion of Competencies Contained in the IU#5 Employability Modules

Project Director: Edward C. McAtee, Northwest Tri-County IU#5, 252 Waterford Street, Edinboro, PA 16412; (814) 734-5610 ext.230

PA 98-99-9018 AE 3025-1275

Purpose: The project proposed to expand the scope and methods utilized in the four levels of IU5 Employability classes (Appendix A) and to provide a minimum of four workshops on the development and implementation of employability classes. The project also proposed to expand the scope of formal statistical analysis of academic change as a result of participation in focused employability classes.

Impact:

1. Four employability programs were implemented and included the 61 "manufacturing readiness competencies."
2. Approximately 34 scores of adults were entered into the assessment database. An analysis of the academic status of those adults was completed with consistent academic gains documented. The 61 "manufacturing readiness competencies" were rated as "I" for consistent; "A" for acceptable; and "M" for mastery.
3. The seed was planted through the four workshop presentations with positive response from the manufacturing community toward the concept. The academic results were noted, yet the "manufacturing readiness competencies" will need more refinement to establish the competencies and method of evaluating them.

Outcomes: Four Adult Education Employability classes were implemented in conjunction with local manufacturers, Career Concepts, Inc., and Corry Higher Education Council. A formal analysis of student gains was completed.

1. The proposed expansion and documentation of the pool of competencies included in the four employability modules was completed. It included 61 "manufacturer readiness competencies" with input from the Corry Industrial Council, area manufacturers, and employment agencies.
2. Four workshops were presented on the development and implementation of employability classes. They were: November 5, 1998, and January 7, 1999, at the Corry Industrial Round Table; January 12, 1999, in cooperation with Career Concepts (a local employment agency); and February 5, 1999, PAACE Midwinter Conference.
3. A statistical analysis of the academic change as a result of participation in the employability classes was completed (Appendix C).

Conclusions/Recommendations: Employability training is in Adult Education's future. As recently as August 1999, a request was received from a local Domestic Relations Office with interest in employability training and manufacture readiness classes. More refinement is needed, particularly with the subjective "manufacture readiness competencies" – how to evaluate? Clear objectives and expectations regarding evaluation of work ethic and communication skills in particular need to be addressed.

Project Continuation and/or Future Implications: The groundwork laid by this project will be continued as part of the Northwest Tri-County IU#5 Adult Education program.

Product:

1. A framework of 61 "manufacturing readiness competencies" were identified and incorporated into the four IU#5 employability modules.
2. A framework for the presentation of development and implementation of employability training classes with the inclusion of "manufacturing readiness competencies" was initiated.
3. A statistical analysis of assessment data giving a profile of the adults' progress was completed.

Descriptors: Employment Potential, Competency Based Education

"What's the Buzz?" – Pennsylvania's Adult Basic and Literacy Education Professional Development Newsletter

Project Director: David W. Fluke, Adult Education Linkage Services, Box 214, Troy, PA 16947; (570) 596-3474; FAX: (570) 596-4222; e-mail: davebuzz@ptd.net

PA 99-99-9007 **AE 3025-1278**

Purpose: To develop and disseminate a professional development newsletter to over 4,000 adult educators in Pennsylvania.

Impact: Persons reading *What's the Buzz?* have sent a number of positive comments and the tabulation of our reader survey cards shows the content of the newsletter is read and makes a significant impact on readers in their roles as adult educators.

Outcomes: The project produced five issues of a newsletter. *What's the Buzz?* is serving the purpose for which it was intended, to provide adult basic and literacy education practitioners in Pennsylvania with a variety of information appropriate to their professional development but varying in both content and approach from other professional development activities throughout the state.

Conclusions/Recommendations: As the field of adult basic and literacy education continues to change and as the majority of adult educators in Pennsylvania remain part-time employees, the need for a newsletter such as this continues to increase.

Project Continuation and/or Future Implications: It is the most cost effective method of disseminating information to a wide range of adult educators throughout Pennsylvania.

Product: A five, issue, bi-monthly newsletter

Descriptors: Information Dissemination, Staff Development

Workforce Education Institute

Project Director: Dr. Manuel A. Gonzalez, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18020; (610) 861-5427

PA 99-99-9012 AE 3025-1283

Purpose: The purpose of this project was to provide a year-long Workforce Education Institute for 100 workforce literacy providers and instructors in the Commonwealth of Pennsylvania. The Workforce Institute was designed to provide an intensive three-day workshop, two follow-up workshops, and a two-day spring workshop designed to meet the individual needs of workforce literacy providers and instructors.

Impact: The original goals and objectives for both the Summer and Spring Workforce Education Institute were met and exceeded.

Outcomes: The attendance at the three-day Summer Institute was 56 participants. Of the 56 participants who registered, 30 submitted evaluations for the Overall Conference Evaluation. There were 29 responses stating that they have acquired new concepts from the topics presented at the Institute. This amount represents 96% of the evaluations received, which met and exceeded the objective of the grant. There were 29 responses stating that they would incorporate new concepts and materials into their programs they acquired at the Institute. This represents 96% of the evaluations received, which met and exceeded the objective of this grant. The attendance at the two-day Spring Institute was 46 participants. Of the 46 participants who registered, 24 submitted evaluations for the Overall Conference Evaluation. There were 24 responses stating that they have acquired new concepts from the topics presented at the Institute. This amount represents 100% of the evaluations received, which met and exceeded the objective of the grant. There were 23 responses stating that they would incorporate new concepts and materials into their programs they acquired at the Institute. This represents 96% of the evaluations received, which has met and exceeded the objective of this grant.

Conclusions/Recommendations: The project exceeded the original objectives. Using the format of an intensive three-day and two-day institute, offering many workshops, was better attended than the two stand-alone workshops offered mid year.

Project Continuation and/or Future Implications: The funding for this project has ended. Based on the response from the participants, future projects in the area of workforce development is deemed relevant for adult literacy providers due to the rapid changes occurring both at the state and federal level.

Product: Final Report

Descriptors: Workforce Education, Staff Development

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